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| Date: | Monday, November 20, 2017—9:00 a.m. Central Time |
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Location: Sioux Falls New Technology High School, Presentation Room 189
2205 N Career Avenue, Sioux Falls, South Dakota

Public Telephone Access:
1-866-410-8397/conference code: 8381998525

For live streaming of meeting: <http://www.sd.net/sdpb6/>

Present: Donald Kirkegaard, President
Sue Aguilar, Vice President
Glenna Fouberg, Member
Scott Herman, Member
Kay Schallenkamp, Member
Gopal Vyas, Member
Lori Wagner, Member

Absent: None

DOE staff

in attendance: Dr. Melody Schopp, Mary Stadick Smith, Becky Nelson, Karen Keyser, Nicol Reiner, Teresa Berndt, Erin Larsen, Deb Wolf, Holly Farris, and Ferne Haddock.

Others in

attendance: Dr. Paul Turman, Dr. Becky Guffin, Jacqueline Sly, Roger Russell, Paul Rice, Mary Scheel-Buysse, Rich Mittelstedt, Marge Stoterau, Roxane Dyk, Nicole Osmundson, Nancy Neff, Dr. Terri Buechler, Kara Frei, Jamie Fryslie, Dr. Kurt Cogswell, and other members of the public in attendance in person or via phone.

Call to Order, Pledge of Allegiance, and Roll Call:

President Kirkegaard called the meeting to order at approximately 9:02 a.m. Central Time.

Adoption of Agenda:

Motion by Aguilar, second by Schallenkamp, to adopt the November 20, 2017, proposed agenda. Voice vote, all present voted in favor. Motion carried.

Approval of Minutes:

Motion by Fouberg, second by Vyas, to approve the September 18, 2017, minutes as proposed. Voice vote, all present voted in favor (Kirkegaard abstained). Motion carried.

Conflicts disclosures (SDCL 3-23-3):

No conflicts of interest were disclosed or requested.

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

Board Membership Update:

Secretary Schopp presented information on an update to the Board of Education Standards membership. Dr. Schopp noted the retirement of Glenna Foubert and the resignation of Don Kirkegaard from the Board. Appointees Dr. Becky Guffin and Jacqueline Sly were welcomed.

Secretary's Report:

Dr. Schopp presented an update on several items. Dr. Schopp summarized several of the Department's recent accomplishments. Dr. Schopp also emphasized the ongoing need for high quality teachers and the work that has been done towards that goal to date, including the Teacher Table discussion group to create a forum for teachers to collaborate. The continuation of national board certification and mentoring programs for teachers was also discussed.

Public Hearing—Standards:

The Board of Education Standards convened the second public hearing on academic content standards at approximately 9:30 a.m. Central Time on the following proposed standards: Health Education, Oceti Sakowin Essential Understandings and Standards, Business Management and Administration, Capstone Courses, Government and Public Administration, Hospitality and Tourism, Marketing, Transportation, Distribution, and Logistics, English Language Arts, and Math. This is the second of four public hearings on these standards.

Becky Nelson, DOE director of the division of learning and instruction, provided an overview of the content standards. Nelson noted that standards are the roadmap for teachers, parents, and administrators. The standards provide a set of skills for teachers to access, while local curriculum determines how to teach those skills. The public hearings are an important step in standards approval, as the comments and testimony received are useful to the workgroup in making final determinations on the proposed language. For example, today there are many new comments to discuss on English Language Arts and Math. As more comments come in, there may be some revisions to the proposed standards, which is the purpose of the hearings and comment process.

Health Education

Karen Keyser, DOE health and physical education specialist, testified in favor of the proposed standards. Keyser presented an overview of the health education standards review process, which began in July 2016. Committee members representing local education agencies, communities, and the public met to examine the current health education standards. As a preamble to that meeting, the members were provided information about the prior revision process, the current standards, and the intended revision process timeline. The group also received information about the features of a key standard and performance indicator.

Workgroup members were asked to review the South Dakota standards, as well as those from two other states. Strengths, weaknesses, and action steps were identified during this review to inform the group's ongoing work. Large group discussion and review of the standards resulted in the decision to keep the health education standards as currently written. This would provide greater use of nationally developed resources. The health education standards are and continue to be relevant over time.

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The workgroup also reviewed the performance indicators in this area for four grade spans (pre-K to grade 2, grades 3-5, grades 6-8, and grades 9-12). Each small group reported back to the whole group on any changes recommended to a grade span's indicators. The majority of revisions that occurred were relative to the cognitive complexity of the indicators. The remainder of the meetings focused on comparing and contrasting South Dakota's health education standards to other states' standards.

The workgroup consensus was that the South Dakota health education standards include appropriate information and are presented in a user-friendly format. The workgroup eliminated outdated information and retained the current presentation formats.

Health Education Exhibit 1 was received into the record and discussed. The comment was in support of the proposed standards. The workgroup will continue to take any public comment into consideration going forward.

There was no opponent testimony.

Oceti Sakowin Essential Understandings and Standards

Becky Nelson, DOE director of learning and instruction, testified in favor of the Oceti Sakowin Essential Understandings proposed standards. Nelson discussed the standards workgroup review process. The workgroup consisted of 26 members and two facilitators. The work focused not only on revision, but on reaffirming the vision of the standards themselves. Much of the work to date involved implementing the standards in social studies areas. The group faced the challenge of keeping the vision of the standards while including flexibility for all students to engage with the standards in a variety of content areas.

Nelson testified that the objectives included elder affirmation of the focus, the wording and format of the standards, educator reaffirmation and clarification of wording, and format for instructional purposes based on experience. The revisions also ensured historical and contemporary focus useful in all content areas. The overarching standards remain the same and have not been completely overhauled. Past standards and conceptual frameworks focused on connections to social studies and grade band indicators. The indicators to the grade band connections were removed out of the standards into an appendix entitled "Suggested Approaches to Instruction" which supplies supports instead of explicit instructions.

The group also reviewed the standards, songs, and other components to ensure multiple content areas could access the standards and increase opportunities for engagement. The overall structure provides a historical overview, the standards at a glance, the standards themselves, and supporting documents.

In response to board questions, Nelson stated that the OSEC standards are not required to be taught, but if the content is utilized, the content needs to follow the state standards.

Kyle Schaefer, South Dakota Humanities Council, testified in support of the proposed standards. Schaefer stated that the standards revision is critical work and suggested that the standards be required in classrooms to provide better representation for that part of the South Dakota population.

No public comments were received regarding the Oceti Sakowin Essential Understandings and Standards.

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There was no opponent testimony.

Business Management and Administration

Erin Larsen, DOE division of career and technical education, testified in favor of the proposed standards. Larsen provided an overview of the standards revision process for all the revised CTE standards (Business Management and Administration, Capstone Courses, Government and Public Administration, Hospitality and Tourism, Marketing, and Transportation, Distribution, and Logistics). The CTE standards are broken into career clusters sharing common professional skills across a wide range of professional to entry-level careers. They are then narrowed into career pathways, which are broken into courses.

Over the summer, CTE workgroups were gathered and worked with the National Center for College and Career Transitions. This provided a common process across all six workgroups for CTE standards. The workgroups met for three days for each of the six clusters. The first day was spent reviewing labor market statistics for in-demand careers, and also looked at feedback from employers, post-secondary faculty, and teachers in the field. Workgroups then looked at the existing courses in the clusters and mapped out which courses were no longer needed and courses that should be added. The following two days looked at the individual standards by examining courses and developing new ones. This work was shared with faculty and industry to ensure that feedback was incorporated accurately. The standards, if adopted, would be unpacked this summer and additional guidance would be provided to teachers on transitioning to the new standards. The standards would be fully implemented by the 2020 school year.

The proposed Business Management and Administration standards are focused specifically on students organizing, directing, and evaluating business functions. The workgroup spent a lot of time discussing employability skills and incorporation of skills into each course. The workgroup also discussed changes to human relations procedures, the importance of keywords and resume development, and the impact of technology on this cluster. As a result of the discussion, a wide range of courses were retired or moved because they were out-of-date or fit into other clusters. The group developed two new courses: business computer applications and advanced business computer applications. These courses focus on common office software.

Industry and postsecondary feedback appreciated the focus on Excel skills and felt initial drafts of the proposed standards had too broad of a scope of programs. The feedback expressed a preference for students have an in-depth knowledge of fewer programs, as opposed to basic skills in multiple other programs.

Business Management and Administration Exhibit 1 was received into the record and discussed at a prior public hearing. No new public comments were received.

There was no opponent testimony.

Capstone Courses

Erin Larsen testified in favor of the proposed Capstone Courses standards. Larsen stated that these standards are the primary vehicles students use for work-based learning within school districts. There are no existing standards in this area, only frameworks, so the workgroup identified specific standards

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for each capstone experience identified. This was done to create a common experience for students and ensure key components of career exploration are a part of the experience.

The workgroup discussion centered on employability skills and workers encountering nontraditional workdays in today's work environment. The workgroup also included common elements across the courses, such as including business and industry partnership and engagement with professionals outside the school to create real-world applications. Individualized student choice was emphasized. The workgroup also developed a new Youth Apprenticeship course, which is different from the internship course. Apprenticeships are more tailored in a particular industry, while internships are more exploratory in nature.

Capstone Courses Exhibit 1 was received into the record and discussed at a prior hearing. Capstone Courses Exhibit 2 was received into the record and discussed. The comment is the workgroup's response to Exhibit 1 and states that the workgroup did not feel changes were necessary at this time, but that the concerns would likely be addressed during the implementation process.

There was no opponent testimony.

Government and Public Administration

Erin Larsen testified in favor of the proposed Government and Public Administration standards. Larsen stated that this is a new career cluster. Standards do not currently exist for these courses. The proposed standards relate to planning and performing government functions, and discussed government accountability versus efficiency, ethics, services, and data management.

Four new courses were developed for these standards and also included JROTC courses, which are sometimes offered in school districts. Courses include principles of public administration, international affairs, and community and regional planning.

Government and Public Administration Exhibits 1 and 2 were received into the record and discussed. Both comments expressed support for the standards' inclusion of JROTC.

There was no opponent testimony.

Hospitality and Tourism

Erin Larsen testified in favor of the proposed Hospitality and Tourism standards. Larsen testified that the workgroup took a two-pronged approach in this area on what areas students can focus on. The workgroup examined students spending time in culinary arts, or in tourism services such as hotel management and event planning. Prior to the revisions, culinary arts were heavily emphasized. The workgroup determined to add an emphasis on a strong tourism component, particularly given the needs of the western part of the state. The workgroup incorporated a course called foundations of travel and tourism, and a hospitality and lodging services course. Two culinary arts courses were added due to the need for more advanced courses, including a course for students to pursue an individualized pathway.

Hospitality and Tourism Exhibits 1-4 were received into the record and discussed at a prior public hearing. No new public comments were received.

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In response to Board questions, Larsen stated that there are approximately 700 CTE programs in schools across the state and estimated that around 90 percent of schools offer some sort of CTE programming. There are approximately 70 hospitality programs, several of which focus on culinary programs. Mitchell Technical Institute partners with some teachers on culinary programs. Teachers in these CTE programs come from a variety of preparation background, including traditional preparation and alternative certification, but are required to be certified. Alternative certification is commonly seen in manufacturing or construction fields, as there are not regional options for traditional preparation.

There was no opponent testimony.

Marketing

Erin Larsen testified in support of the proposed marketing standards. Larsen stated that these standards focus on planning, managing, and performing marketing activities, and are different from the business administration cluster that was previously discussed. This workgroup focused on social media and fake news, and discussed data and data analytics. These areas have increased in the last ten years due to the rise of online businesses.

The workgroup retired a number of courses that were too granular, and added a new course called marketing strategies. The courses all include components of data analytics.

No public comments were submitted regarding the proposed Marketing standards. Larsen stated that the Department and workgroup are working to engage stakeholders in that area to facilitate additional feedback.

There was no opponent testimony.

Transportation, Distribution, and Logistics

Erin Larsen testified in favor of the proposed standards. Larsen stated that these standards focus on planning, management, and movement of people and goods through distribution networks. The workgroups spent time discussing electric vehicles and emissions standards, as well as the rise of logistics as a necessary part of the field. The workgroup developed a new course called Logistics and Planning Management, and another in Diesel Technology.

Transportation, Distribution, and Logistics Exhibits 1-5 were received into the record and discussed at a prior hearing. Exhibits 6 and 7 were received into the record and discussed. Exhibit 6 expressed concern with the content of the small engines course, and stated that the course should address engine construction, operation, disassembly and reassembly, and overhaul procedures to include core skills. Exhibit 7 provided the workgroup's response to Exhibit 6 and stated that construction, operation, disassembly and reassembly, and overhaul procedures are covered in the standards, but in multiple areas. The workgroup did not recommend changes at this time.

In response to Board questions, Larsen stated that the workgroup was made up of around five auto worker program instructors, along with technical institute professors and the South Dakota Auto Association.

There was no opponent testimony.

English Language Arts

Teresa Berndt, DOE reading specialist, testified in favor of the proposed English language arts standards. Berndt provided an overview of the standards review process, which began in spring 2016. The process began by recruiting educators, administrators, teachers, postsecondary professors, and others from the education field to be on the workgroup.

The workgroup met and reviewed the existing South Dakota standards as well as standards from other states to identify strengths and weaknesses. The review process itself was also discussed, to ensure that the process resulted in meaningful suggestions.

The workgroup then broke into small groups to examine the standards by grade level and strands. Strands consist of reading for information, reading for literacy, writing, language, foundational skills, and 6-12 literacy skills for content areas (science, social studies, history, and technical subjects). Grade level discussions also included examinations of the standards for two grade levels above and below a given grade, in order to integrate skills progression. The workgroup discussed the reasoning behind changing a standard as involving the identification of key knowledge or skills, connecting learning across grade levels, and clarifying language. The entire group also discussed the vertical alignment of the K-12 standards as a whole.

All information on the revision process was put online at the end of the workgroup's process, including the progressions and proposed changes. This information was provided to educators during the 2016-2017 school year to facilitate feedback. A standards toolkit was developed and provided to school districts to facilitate additional discussions on the standards. All feedback was gathered and the workgroup reconvened in June 2017 to look at all the comments and revised the standards to incorporate proposed changes where necessary.

Berndt summarized the proposed changes within the English language arts standards. The workgroup proposed changes to clarify language regarding the standard's intent and connections to prior learning, as well as the progression of learning and skills. This was a focal point in all standards. The workgroup also proposed changes to the examples for the standards to support the intent of the standards. Confusing examples or examples that limited how skills were taught were removed.

A notable proposed change was made to the standards regarding reading for information, reading for literacy, and writing. The workgroup felt that the standards needed to incorporate language to allow for self-selected text and independently selected writing topics. The workgroup felt these skills were essential for lifelong learning and best practices.

At the elementary level, the workgroup changed the K-4 vertical handwriting progression to include language to teach cursive or print handwriting.

In the grades 6-12 literacy standards, the workgroup determined to add language to improve the rigor of those skills and ensure the language in the K-12 reading and writing standards were consistent with the grades 6-12 literacy standards in the content areas of social studies, history, science, and technical writing. The workgroup also proposed inclusion of world literature and global perspectives language to account for additional viewpoints in those standards areas.

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English Language Arts Exhibits 1 and 2 were received into the record and addressed at a prior hearing. English Language Arts Exhibits 3-31 were received into the record and discussed. Exhibits 3, 5, 7, 8, 11, 14, 17-20, 22, 24, 25, and 30 were in support of the proposed standards. Exhibit 4 expressed concern about simplification of the handwriting standards. Exhibit 6 expressed concern with the handwriting standards for ages 7 and 8. Exhibit 9 expressed concern about the developmental appropriateness of the reading for information skills at the kindergarten level. Exhibit 10 expressed concern about the length of some standards and gave specific examples. Exhibit 12 raised an issue with the use of certain phrases, including "inference" and "prose" and suggested changes. Exhibit 13 raised a question about emphasizing high frequency word in reading rather than spelling areas. Exhibit 15 asked if a supporting list of high frequency words will be provided. Exhibit 16 also raised a question about high frequency words. Exhibit 21 expressed concern about the writing standards for first graders. Exhibit 23 asked about the crossed out areas causing concern for new teachers. Exhibit 26 raised the question of whether there will be an objective assessment tool provided. Exhibit 27 asked that the standards include completion of a writing assignment in a set period of time in the keyboarding standards. Exhibit 28 proposed some formatting tweaks to the standards. Exhibit 29 asked a question about the keyboard standards. Exhibit 31 raised the concern that there are too many standards and recommended reduction. All comments will be taken to the workgroup for review and response.

In response to Board questions, Berndt stated that reducing the number of standards was not a priority for the workgroup, although it was discussed. But it will be considered as part of the comment review process.

Dr. Terri Buechler, English teacher at Beresford High School, testified in support of the proposed English language arts standards. Dr. Buechler was accompanied by Thomas Merriman, also of Beresford High School. Dr. Buechler stated that the classroom has changed over the years as the result of the standards, which ensure rigor and scaffolding for all students. The standards remove guesswork for teachers, which will help with teacher retention. Dr. Buechler noted that the standards do not dictate curriculum, but fit all areas. While there may be many standards, several may be met in one lesson. The proposed standards also give teachers a platform to reflect on their teaching, and create a mobile society where students can stay competitive if they move from district to district. The standards assure that students are college and career ready, and promote a growth mindset in students. Dr. Buechler expressed her appreciation that the standards were shaped to South Dakota needs and give more voice and choice to teachers and students.

Kara Frei, parent and former teacher from Wagner, testified in favor of the proposed standards. Frei stated that the number of standards may be high, but there should be high expectations of students. As a parent, she wants her children to be well-rehearsed in the standards and knows if her children can meet the standards, they will be well-prepared. Frei noted that, as a former teacher, she believes the standards are very important and user-friendly. As a parent, she looks at the standards and understands them, and knows that the workgroup focused on clarifying the language. Frei stated that she believes the proposed standards will help kids who move from one district to another, as the workgroup focused on ensuring progression and rigor through K-12.

Nicole Osmundson, parent from the Sioux Falls School District, testified in favor of the proposed standards. Osmundson stated that she served on the workgroup after previously testifying on the science standards and raising concern about the lack of parental input. Osmundson spoke about the revision process and stated that she feels comfortable with what the workgroup accomplished. She has since started substitute-teaching and her standards review has lent greater understanding in that area.

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Osmundson stated that she sees the skills progression in her children's work. She stated that the issues she had in the past were not really with the standards, but with how the district was teaching the standards or curriculum.

Roxane Dyk, instructional coach in multiple school districts, testified in favor of the proposed standards. Dyk's role as an instructional coach has led to interaction with all the standards. Looking at the ELA standards specifically, Dyk stated they are well written and have good progression throughout. The progression is easy to identify even with no background knowledge in a particular subject. As a parent, she has examined her child's standards and find the information she was looking for. They are very user friendly.

Jamie Fryslie, English teacher at Flandreau Public High School, testified in favor of the proposed standards. As an ELA teacher, she knows the importance of the standards and uses them or references them daily. The standards are important because they facilitate collaboration between instructors and across grades, as well as reduce gaps and overlaps in student learning. The standards provide guidance, but do not dictate how or when she teachers. Fryslie is able to focus her lessons with clear, specific guidelines that also provide freedom to teach skills students need to be college and career ready.

There was no opponent testimony.

President Kirkegaard declared a recess at approximately 10:57 a.m. CT.

President Kirkegaard declared the meeting back in session at approximately 11:10 a.m. CT.

Math

Nicol Reiner, DOE mathematics education specialist, testified in favor of the proposed standards. Reiner provided information about the workgroup revision process, which is similar to the English Language Arts process. The workgroup convened in June 2016 and consisted of K-12 educators from regular and special education, postsecondary education faculty, community members, and parents. The workgroup examined the existing South Dakota standards and compared them to standards from other states, and reviewed research impacting standards revision. The workgroup determined to focus on two areas: maintaining the level of rigor in the standards and improving clarity.

The workgroup broke into smaller groups to work on sets of standards by grade level and course standards. The workgroup focused on key knowledge and skills, and horizontal and vertical progressions of learning. The workgroup was asked to review standards two grades up and two grades down from a focus grade, to incorporate vertical alignment and proper scaffolding. The workgroup felt it important to emphasize skill progress from introduction, deep understanding, refinement, and mastery. Reiner stated that the number of standards may appear high, but a standard may appear in multiple places depending on whether it's being introduced or refined.

The result of the debate and collaboration is a set of standards that will best serve the students of South Dakota. Those standards were sent to South Dakota educators for additional feedback. Many of the changes made to the standards resulted from the workgroup's desire to clearly communicate the scope and intent of each standard as well as the progression of the overall standards. The workgroup was very purposeful in the use of examples to highlight the intent of the standards but not limiting the standards.

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Reiner summarized the changes proposed to the standards. In the K-5 grade band, the money standards in grades K-1 were specifically written and added to a second-grade money standard that was already in place to create a clear progression. In third grade, the time standard was updated to include both digital and analog clocks.

Reiner discussed that the workgroup focused on the terms “know from memory” and “fluency.” The workgroup used research to define those terms in the standards. This discussion and the definitions were an important part of the discussion of multiplication skills as students progressed from grade to grade.

Another significant discussion centered on the term “standard algorithm.” The proposed language in the standards is “an algorithm including but not limited to the standard algorithm.” This is important because it is a goal for all students to learn the standard algorithm for addition, multiplication, subtraction, and division, but the students should also be able to use other strategies that are useful to them and have flexibility.

The grades 6-8 workgroup felt the existing standards were strong and made few changes. Most changes involved clarifying language, clarifying intent, and ensuring vertical alignment.

The grades 9-12 workgroup focused on determining which standards should be taught in Algebra I and which in Algebra II courses. Some standards were shared between the courses and the workgroup felt that should be clarified to clearly delineate expectations. This workgroup also made changes to clarify the Geometry standards. The focus in the Geometry standards was on the term “understand.” The workgroup felt it did not adequately convey how students can show proficiency and worked to replace it with terminology for teachers to use in assessing proficiency.

An additional group focused on writing standards for a fourth math course. The fourth course is a flexible course that some schools teach as Senior Math and others offer as pre-calculus. The standards were counted as advanced and were not progressive or cohesive. The proposed standards are clearer regarding progression and flexibility.

Math Exhibit I was received into the record and discussed at a prior public hearing. Exhibits 2-32 were received into the record and discussed. Comments 2-31 focused on three main areas. The first area was comments expressing general support and appreciation for additional clarity, while supplying some suggestions for additional supports. The second area commented on the addition of money standards, and the comment that those standards create a coherent progression. The third area was from teachers expressing appreciation for the delineation in the Algebra I and II courses. Exhibit 32 was a letter of support from the South Dakota Council of Teachers of Mathematics. All comments will be taken to the workgroup for review and consideration.

In response to Board questions, Reiner stated that educators were contacted for comment during the 2016-2017 school year and around 100 comments were submitted in that period. Reiner also discussed that the changes to memory and fluency were highly debated topics in the 3rd-5th grade areas. Changes were made because the workgroup felt that all children need strategies for those skills, but some children need more time to develop from one to the other. Reiner also stated that the standards are means to help children be college ready, and the workgroup looked at the standards to make sure students could progress up to college.

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Dr. Kurt Cogswell, South Dakota State University Mathematics Department, testified in favor of the proposed standards. Dr. Cogswell stated three primary reasons he supports the standards. First, the standards strike a good balance between memorization, procedural knowledge, understanding applications, and the development of problem-solving strategies. The balance will contribute to workforce readiness. Second, the proposed standards emphasize and develop skills around data, probability, and statistics—to understand, manage, analyze, and interpret data. The need for these skills is becoming more prevalent. Third, the standards align well to post-secondary work and create a smooth transition to postsecondary coursework. Students that succeed in a curriculum based on the proposed standards will arrive at postsecondary ready to go, which will allow for higher retention and graduation rates.

Marge Stoterau, Brandon Valley High School director of instruction, testified in favor of the proposed standards. Stoterau stated that standards help schools build curriculum and give teachers a reason to come together to design a viable curriculum.

Nancy Neff, parent from the Sioux Falls School District, testified in favor of the proposed standards. Neff stated that she wanted to serve on the workgroup due to previous concerns about her children's math education, specifically opportunities for students to take advanced math courses as early as middle school. Neff served in the workgroup's subgroup on the Fourth Year Course. Neff stated that her experience with the workgroup has given her great confidence in the proposed standards. Neff discussed the workgroup focus on writing the standards without regard to assessments and noted that each standard was reviewed and taken seriously. Neff stated that she expected to work with standards used in several other states, but that wasn't the case as the proposed standards were chosen and written by South Dakota educators for South Dakota students. Neff noted that if people see crossover with other states or national standards, it's because that standard is likely an important core standard for all students to learn. Neff also stated her hope that more people will review and comment on the proposed standards. Her participation in the process helped relieve her concerns about her children's math education.

Staci Stefani, Sioux Falls School District administrator intern and parent, testified in favor of the proposed standards. Stefani also served on the workgroup as a lead for the kindergarten standards. Stefani discussed the review process and stated that everyone's voice was heard. Stefani stated that the standards approach math as a field of study, where students can apply and collaborate on the skills. Stefani expressed hope that the standards will enable a generation of students that are not fearful of math to pursue STEM fields.

There was no opponent testimony.

The standards hearing closed at approximately 11:44 a.m. CT.

Board of Regents Report:

Dr. Paul Turman, vice president of academic affairs for the South Dakota Board of Regents, presented an update to the Board regarding the Regents' dual credit programming at the regental institutions and noted that an online application for dual credit courses has been launched. Dr. Turman also discussed the Regents' ongoing conversations about the sustainability of dual credit, including matriculation data and the fiscal impact. Dr. Turman presented information on recent graduate placements, which included data on employment placement and data on students who enrolled in additional education programs.

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2018 Meeting Schedule:

The Board set the following tentative meeting schedule for 2018:

January 26, 2018 (Rapid City)
March 19, 2018 (Pierre)
May 8, 2018 (Vermillion)
July 16, 2018 (Pierre)
September 17, 2018 (Aberdeen)
November 19, 2018 (Sioux Falls)

Election of 2018 Officers:

Fouberg nominated Aguilar for Board President. Motion by Fouberg, second by Schallenkamp, to close nominations and cast a unanimous ballot for Aguilar as Board President. Voice vote, all present voted in favor. Motion carried.

Fouberg nominated Vyas for Board Vice-president. Motion by Fouberg, second by Schallenkamp, to close nominations and case a unanimous ballot for Vyas as Board Vice-president. Voice vote, all present voted in favor. Motion carried.

Executive Session (SDCL 1-25-2(3))

Motion by Vyas, second by Aguilar, to go into executive session pursuant to SDCL 1-25-2(3). Voice vote, all present voted in favor. Motion carried.

The Board went into executive session at approximately 12:38 p.m. CT.

President Kirkegaard declared the Board out of executive session at approximately 12:43 p.m. CT.

Adjournment:

Motion by Vyas, second by Wagner, to adjourn the meeting. Voice vote, all present voted in favor. Motion carried.

The meeting was adjourned at approximately 12:43 p.m. CT.



Ferne G. Haddock
Executive Secretary BOES

1/29/2018
Date: 01/29/2018